Teachers Gwide

Placer County 3rd graders

participate in a fun-filled day of authentic 1889 children's chores and games on the grounds of a historic fruit farm. They build, they bake, they launder, they craft and they play. Everyone on site during the day is dressed in period clothing and takes part in the living history experience.





The Bernhard Museum Living History Program

This program is designed to address California's curriculum guidelines for 3rd grade history and social studies, exploring the trends that shaped Placer County communities during the second half of the 19th century.



Here's what you'll find in the following pages to help you plan your Living History day:

- Essentials to Prepare for Your Visitpages 2-4
- Ideas and Information for the Classroompages 5-10



Placer County Museums, 101 Maple Street, Auburn, CA 95603, (530) 889-6500 Bernhard Museum Complex, 291 Auburn-Folsom Road, Auburn, CA 95603 Click here for our website

Reserve Your Date

The Bernhard Living History Program is available in the fall and spring of each school year and is designed to accommodate 15 to 70 students per day.

Registration for the school year occurs online in May of the previous year. To inquire about our online reservation system or to be added to the list for spring registration materials, contact the Placer County Museums Division at 530-889-6506 or brohlfes@placer.ca.gov.

Our staff works directly with one lead teacher/coordinator at each school. That person is responsible for sharing all field trip information with other teachers/parents at the school.

Confirmation

Once you have submitted your request in May, staff will make every effort to meet your scheduling needs, then confirm your dates via email and/or phone. It is critical that you respond to confirm the accuracy of the dates and to amend information as necessary.

Payment

Payment of \$10.00 per student is required at least two weeks before the field trip. We do not charge for parents and teachers. An invoice will be sent with an information email at the beginning of the school semester. Make checks payable to *Placer County Museums Division.*

Payment for additional children must be hand delivered on the actual living history day to the Museums Administrative Office, 101 Maple Street in Auburn. We cannot reimburse money for children who don't attend, and we cannot accept payment at the Bernhard Museum.

Transportation

Transportation can have a big impact on the day. The program requires a full <u>four hours</u>, between 9:00 a.m. and 2:00 p.m., so be sure to secure a bus or arrange for carpooling soon after confirming your reservations. Please contact staff in advance with expected arrival and departure times so we can plan accordingly. Buses can park at the Gold Country Fairgrounds lot located just past the Bernhard Museum on Fairgate Road.

Prepare Your Parents/Volunteers



Living History requires parent/volunteer participation. Back to School Night is a great time to begin recruiting them. Generally we need 2 parents to lead each of the 5 activities, but this can vary depending on how many students are coming. Here are some rough guidelines:

- Under 30 students 10 parents, or talk to staff about fewer.
- 45-55 students up to 15 parents.
- <u>55 or more students</u> up to, but no more than, 20 parents.

All parent volunteers on site for Living History must be assigned to an activity (or child) and trained ahead of time. Convenient training videos and printable instructions are on our website for easy viewing.

Help Keep the Day Authentic and Safe

Student Rules of Conduct - 1889 Style -

- Respect and obey adults.
- "Yes ma'am," "No, ma'am,""Yes, sir," "No, sir."
- No shouting, climbing or running, except during supervised game time.
- No touching museum artifacts.
- Stay in assigned groups.

An Old-Fashioned Lunch -

Sometimes teachers collaborate with parents to provide drinks for the students—bottled root beer; or bring a large container of lemonade with jelly glasses or tin cups (no family heirlooms). For other lunch ideas, please see the Living History Parent Guide to Success.

Dress Code Guidelines – Everyone on site during Living History day must be dressed in period clothing. Please see guidelines in the *Living History Parent Guide to Success* on our website.

Parent Responsibilities

(See also, Living History Parent Guide)

- Study the routine and history background in videos and printouts.
- Arrive early, in period clothing and with an appropriate lunch on field trip day.
- Help lead your assigned station, no roaming.
- Teach the assigned activity so each child fully participates.
- Keep each group together and engaged for the time period required.
- Escort group to next activity.
- Help maintain the authentic living history experience (no plastic cups, no phone calls, no sandals, etc.).
- Clean up your activity at the end of the day.

Teacher Responsibilities

- Stay on site during the entire field trip to administer any discipline required.
- Administer first aid. The museum has a first aid kit in the house, but teachers should bring one for their own class.
- Organize lunchtime activities (e.g., games, storytelling, etc.) if time allows. We recommend that teachers eat earlier to accommodate.
- Keep parents and children focused on conversations of 1889 by circulating between the groups asking questions and interacting.
- Accident procedure In case of a serious injury, the teacher will assume responsibility for administering first aid according to school procedures. Both the teacher and Museum staff need to complete and file an accident report.



How Living History Day Works

Museum staff is responsible for maintaining the schedule on your living history day. Be sure to let staff know your expected arrival and departure times before your field trip day.

Teachers should have their students divided into clearly-identified groups to rotate through the activity stations. These need to be assigned *before* students arrive. The simplest, most effective idea we've seen: colored yarn tied to student wrists. Historic family groups, while a welcome and meaningful exercise, may need to be broken up once on site to create more-or-less equal groups to rotate through activities.

- **Groups with fewer than 30 students** should arrive assigned to 5 groups.
- **Groups of 30 or more students** should arrive assigned to 6 groups.

SAMPLE Living History Day

Times below reflect a 9:30 a.m. - 1:30 p.m. field trip. These will vary depending on the individual school schedule or other conditions on the field trip day.

9:00-9:30 Parents arrive and check in. Bakers prepare biscuits.

9:30 School bus arrives, and staff greets students at the gate.

9:30-10:00 Museum staff escorts students to the porch for an introduction and group photo shoot. Teachers divide students into preassigned groups for rotation through the activities.



	Fewer than 30 Students	<u>30 or</u> <u>More Students</u>
10:00-10:30	Museum Tour	Activity #1
10:30-11:00	Activity #1	Activity #2
11:00-11:30	Activity #2	Activity #3
11:30-12:00	Activity #3	Activity #4
12:00-12:30	Lunch*	Lunch*
12:30-1:00	Activity #4	Activity #5
1:00-1:30	Activity #5	Activity #6

Staff will sound a triangle when it's time to rotate to the next station. A parent or teacher should escort the children to their next activity.

*Lunchtime.... If time and weather permit, lunchtime may also include sack races, jump rope and other outdoor games.

1:30..... Staff, teachers and students meet for a butter demo and to discuss the day's experience while the parents clean up and pack away their workstations. This is also a time to reload any supplies brought on the bus.

Rain or Shine

We have sheltered areas on the museum grounds to accommodate activities in varying spring and fall weather.

Ideas and Information for the Classroom

Suggested Classroom Activities

Here are some activities that may help children learn about the history of their community in 1889:

- 1. <u>Make character nametags</u> with a small description of who they are, what they do, and how they came to California.
- 2. Re-enact an 1889 classroom for a day or even a week.
- 3. *Walk through the historic district of your community.* Your Chamber of Commerce should have maps available.
- 4. *Create a town business district* with early tradesmen and storekeepers by using the description from the enclosed 1875 directory page.
- 5. *Research his or her own family tree*, or take an oral history from a family member.
- 6. Practice writing in a journal as an early settler.
- 7. *Write a story* about a person or event from an historic photograph.
- 8. *Plan and draw a costume* appropriate for the living history session.
- 9. *Plan an appropriate lunch* and practice stories and games from the 1880s.
- 10. <u>Create a play</u> about how a family would have lived without electricity, central heating, telephones or cars.
- 11. *Make a mural* that presents a chronology of local history. Consider what events to include and in what order.
- 12. Write about the effect of fires, droughts and floods in your local community.
- 13. *Read about how local people celebrated* special occasions and national holidays.
- 14. *Share music and literature* of the period.
- 15. Check out children's literature from the second half of the 19th century at the public library.

Organizing Students into Historic Families

Organizing students by historic family is a meaningful exercise for students, giving them a common bond for conversation and sharing. Students can research their assigned family, then each choose to be in the character of one family member—preferably a child. Here are some examples of regional families:

Auburn	Dutch Flat	Newcastle	Placer Hills	Roseville
Bernhard	Towle	Kellogg	Applegate	Astill
Bell	Ferguson	Boggs	Mendenhall	Schellhous
Tuttle	Nicholls	Madden	Bancroft	Duncan
Robie	Coffin	Perkins	Holmes	Hill
Lardner,	Edgewood	Wardlow	Simpson	Pratt
Barkhaus	Partridge	Wilson		Branstetter
Birdsall	Sharon		Rocklin	
Cassidy	Loomis	Ophir	Griffith	
	Loomis	Fowler	Whitney	
Foresthill	Webb	Foster	Hawes	
Todd	Bradley	Hewes	Levison,	
Bisbee	Hyatt	Johnson	Trott	
Langstaf	Brennan	Vaughn	Bickford	
Powers	King	Salmon	Ruhkala	
Polifka		Lozano		

Developing a Character for Living History Day

Teachers may direct parents and children to research and create personal characters from 1889, using one of their own ancestors or someone from a local family or community. Here are important questions to answer:

- 1. What is my name, and who are the members of my immediate family?
- 2. When did I, or my family, come to Placer County, and by which route? Before the completion of the transcontinental railroad in 1869, there were only two ways to travel to Placer County; by land in a wagon or by sea in a sailing ship. During the Gold Rush, immigrants used these routes. Many traveled in sailing ships from the East Coast around the Cape, stopping at various sea ports in South America. Others chose to sail to Panama, cross the Isthmus on foot or later by rail, and catch a steamer or sailing ship from the western coast to San Francisco. Lastly, thousands traveled from the prairie ports of St. Louis and Independence, Missouri along wagon trails.
- **3.** Why did my family or I come to California? Aside from gold fever, families moved to California for the healthy climate, the opportunity for acquiring land through homesteading, and to create a new beginning in what they saw as a "land of plenty."
- **4.** What is my, or my father's/mother's occupation? While mostly men came to mine for gold in the 1850s, by 1880 Placer County had developed an economy including agriculture, commerce, and transportation. Many miners returned to their original occupations and brought their families out to settle permanently in the county.

Common Occupations in Placer County, 1870's-80's

Attorney Apothecary Baker Banker

Barber and Hairdresser

Blacksmith

Boot and Shoemaker

Butcher Carpenter Clergyman County Officer -District Attorney

-Sheriff -Surveyor -Treasurer Dentist

Dry Goods & Clothing Store

Express Agent (Wells Fargo)

Farmer

Granite Quarry Worker

Grocer/Merchant

Gunsmith

Harness and Saddle Shop Hotel or Saloon Keeper

Laborer Lawyer

Livery Stable Owner

Milliner
Millwright
Miner

Plaster and Masonry

Photographer Physician

Post Office Agent

Railroad Fireman Railroad Brakeman

Rancher

Tailor/Dressmaker Sawyer (lumber mill)

Sheriff

School Teacher

Sewer Pipe Manufacturer

Stage Coach Driver Telegraph Operator

Teamster Tinsmith

Watch and Jewelry Maker

Wagon Maker Vintner

Period Clothing

Source: Laver, James, Concise History of Costume and Fashion, 1969

Period Clothing is an essential part of the Living History Program. Clothing in the 1880's had developed beyond the "pioneer or prairie dress." Most women sewed their own clothing at home using paper patterns available at the local mercantile store for a few cents. They followed fashion trends carefully. Both one-piece dresses and separate bodice and skirts were appropriate wear. Women wore a corset under their outfits.

During this time hats began to replace the bonnet. In the 1870's, hats were small, richly decorated and worn on the back of the head. In the 1880s hats were still small and perched on top of the head. Short capes were fashionable, along with three-quarter length coats. Shoes were high heeled and round toed.

Men's clothing changed little over time. In public they wore a frock coat cut away over the hips and buttoning high over the chest, or a double-breasted overcoat. Work clothes consisted of button-up pants with suspenders or a belt, and a loose fitting shirt with gathered sleeves. Men wore vests, rimmed hats and high leather boots.

Placer County Timeline – 1870's – 1880's

anti-Chinese editorial. Sole deplores sole deplores sole deplores first formed to Largest ylelds formed. Newcastle Spring condition of the Spring cond	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879
Table Tabl	Herald prints anti-Chinese <u>editorial.</u> Flour mill established		Whitney acquires sole interest in Spring Valley	Herald article deplores the condition of the local Indians Placer Weekly Argus runs article on the fact that Central Pacific RR continues to refuse to pay their state taxes. Auburn to Forest Hill Turnpike	Griffith erects the first commercial granite polishing mill in state. B. Bernhard builds his winery in	McBean Company formed to mine clay in Lincoln. Massive flooding from hydraulic mining inundates Marysville & Yuba City. Colfax to Forest Hill Turnpike	forced out of Rocklin. Largest Placer County nugget found at the Polar Star claim in Dutch Flat. Commercial fruit dryers used in Auburn and Ophir. 1,000,000 lbs. of fruit shipped from Newcastle. Nevada Narrow Gauge Railroad completed from Nevada City to	Mining District yields \$6,425,000 between 1865 and	River Dredging Co. formed. Newcastle Fruit Growers' Shipping & Preserving Association	Marysville vs. The North Bloomfield Mining Company lawsuit filed. Newcastle association ships approximately one carload or
reports issues Normal Sawyer \$40,000 bond County wins passes the Injunction School judged to pay off second place Wright Act, incorporates organized and population hydraulic at 14,226 mining mining indebtedness. Scaramento formation of time, first District at 14,226 mining Companies California Citrus Fair. Water California Agricultural with 7,124 companies as part of Companies Spart of Marysville Marysvi	1880	1881	1882	1883	1884	1885		1887	1888	1889
Auburn	reports Placer County population at 14,226 with 7,124 white males, 4,923 white females, 1,843 Chinese, 235 "colored" and 100	issues injunction against hydraulic mining companies as part of Marysville vs. North Bloomfield Mining Company. The People vs. Gold Run Ditch & Mining Co. lawsuit filed. Wells Fargo & Co. shipped \$434,634.65 in gold dust, coin and currency through the		Normal School	Sawyer judged against the mining companies (Sawyer Decision). New stage road from Colfax to Forest Hill. Toll road proprietors of road between Auburn and Forest Hill reduced tolls 40%. Sierra Normal School holds first	\$40,000 bond to pay off county's <u>indebtedness.</u> California Lime Co. in Clipper Gap begins	County wins second place in Sacramento	passes the Wright Act, allowing the formation of water districts. Water Convention held in Auburn in May with local farmers represented. Placer County Board of Trade organized with J.P. Whitney as Chairman. Placer County Bank	Auburn incorporates for second time. California Electric Co. prepares to build electric plant. Auburn gets daily mail service. Refrigerator cars first used in this area. Placer County Citrus Colony	Agricultural Society organized and first District Agricultural Fair held.

Vocabulary Words

Agriculture: the business of raising crops and animals

Bluing: a blue liquid used for laundry to keep

the whites bright

Chamber pot: a container used as a toilet

Cooper: barrel maker

Courting: paying special attention to someone

in hopes of winning their affection

Dasher: a device to stir and move clothing to get

them clean

Freight: to load with goods for transportation

Hearse: a vehicle for carrying the dead to the

grave

Ingredients: the things you combine to make

something else

Leavings: leftovers or scraps of fabric

Mending: repairing something that is broken or

damaged, especially with fabric

Miller: one that operates a flour mill

Orchard: a place where sugar maples, fruit or

nut trees grow

Parlor: a special room for conversation and

receiving guests

Pattern: something used as an example in order

to make something else

Placer: loose gold carried by water (the kind

you pan for)

Produce: fruits and vegetables

Recipe: a list of instructions for preparing food

Replica: a copy, not the original

Shook: a bundle of parts (as of boxes) ready to

be put together

Tack: gear for harnessing horses

Tanning: to change a hide into leather

Teamster: one that drives a team or truck

Vineyard: a field of grapes

Washboard: a grooved board to scrub clothes

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